



State of Alaska
Department of Labor & Workforce Development
Division of Business Partnerships
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## Denali Training Fund - Youth Program Quarterly Progress Report

Funds for this project are provided by the Denali Commission and the USDOL and managed, in partnership, by the Alaska Department of Labor and Workforce Development.

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|-----------------------|--------------------------------------------------------------|
| Name of Organization: | Project Grad Kenai Peninsula / 10-306 (Revised as of 7/1/10) |
| Name of Project:      | Career Exploration and Planning                              |
| Reporting Period:     | April 1, 2010 – June 30, 2010                                |
| Contact Name:         | Bonnie Powell                                                |
| Contact Number:       | 907-235-5612                                                 |

Certification: I certify that the information in this report is current, correct and true and in accordance with the terms and conditions of the grant agreement.

Signed by: Bonnie Powell Dated 7/1/10

The performance of this grant will be based upon the success achieved in relation to the goals established and approved by the Alaska Department of Labor, and will be reported in the Grantee's quarterly progress reports. Specific goals and objectives for this project are:

Project Grad Kenai Peninsula will provide services that are comprehensive and multi-faceted for both systemic and small groups/individual needs. This will be accomplished through the following:

Develop regionalized career awareness materials featuring career pathway ladders in high demand occupational clusters and successful role models from seven targeted communities focusing on 16 – 24 year olds.

Disseminate and introduce these materials at school-wide Career Awareness Days and after-school Family Nights for youth 16 - 18. Students will become aware of high demand career options in their own communities and identify with successful local role models. This will include alcohol and drug awareness activities, materials and

presentations outlining the consequence of student actions. Youth 18 - 24 will be included in after-school Family Night events.

PGKP coaches will provide on-site support through public school teacher professional development activities that equip staff in their work with 9 - 12 grade students to improvement math and language arts core competencies.

Career Exploration Field Trips and a College Career Fair will provide opportunities for youth 16 - 24 to develop career awareness and experience how their own skills and interest fit with potential careers.

A two-week summer intensive program (Summer Institute) will provide 9 - 12 graders applied academic training in math, science, technology, writing, leadership, employability skills training, and job shadow opportunities. In addition students will create a portfolio, resume, personal essay and practice job interview skills.

**TARGET POPULATION:** 233 participants

Participants served to date: 191 individual participants  
(299 services )

**GOALS/OBJECTIVES ACCOMPLISHED TO DATE:**  
Please provide the number of participants served to date.

**Goal 1** Provide workforce information and career planning that supports high school graduation and prepares students for targeted and successful entry into post secondary training/education in high demand occupations that support rural economies.

**Objective 1.1** Develop regionalized career awareness materials featuring career pathway ladders in high growth/high demand careers, role models from targeted communities, and alcohol and drug awareness for 16 – 24 year olds.

**Objective 1.2** Conduct school wide Career Awareness Days and after-school Family Nights in each of the seven targeted communities for 233 participants.

**Objective 1.3** 80 youth will attend the annual College Career Fair.

**Goal 2** Address knowledge and employability skills deficits in rural youth.

- Objective 2.1** Provide on-site public school teacher professional development activities to improve student competencies in math and language arts for 9 – 12 grade students at each of the 7 targeted communities.
- Objective 2.2** Conduct **one (1)** two-week intensive program (Summer Institute) for 45 9 – 12 graders focusing on applied academic training in math, science, technology, writing, leadership, employability skills, and job shadow opportunities.
- Objective 2.3** 45 Summer Institute students will create a portfolio, resume, personal essay and practice job interview skills.
- Objective 2.4** 70 students will participate in Career Field Trips to develop career awareness and experience how their own skills and interest fit with potential careers.

| Goals /Objectives |   |                                                                                                                                                                                                                   | By<br>6/30/10 | Number<br>Served to<br>Date | Documentation                                                                                               |
|-------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------|-------------------------------------------------------------------------------------------------------------|
| 1                 | 1 | Develop regionalized career awareness materials featuring career pathway ladders in high growth/high demand careers, role models from targeted communities, and alcohol and drug awareness for 16 – 24 year olds. | Done?<br>No   | In<br>process               | Maintain copies of developed materials on file for inspection.                                              |
|                   | 2 | Conduct school wide Career Awareness Days and after-school Family Nights at each of the seven targeted communities.                                                                                               | 233           | 130                         | Maintain attendance counts and list of workshops and activities offered on file for inspection.             |
|                   | 3 | Youth will attend the College Career Fair.                                                                                                                                                                        | 80            | 84                          | Maintain attendance counts and participant surveys on file for inspection.                                  |
| 2                 | 1 | Provide on-site public school teacher professional development sessions in targeted communities.                                                                                                                  | 7             | 7                           | Maintain copies of working papers, syllabi, attendance rolls and coach's timesheets on file for inspection. |
|                   | 2 | Conduct two-week intensive program (Summer Institute) for 45 9 – 12 graders focusing on applied academic training in math,                                                                                        | 1             | 1                           | Maintain attendance rolls, syllabus, workshop completion certifications and other pertinent working         |

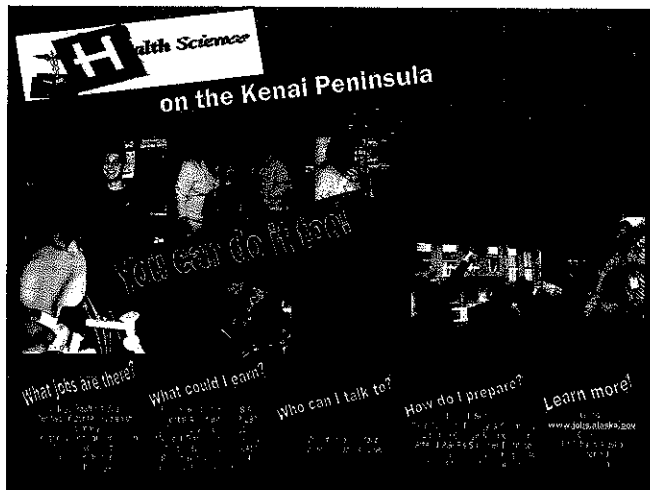
|  |   |                                                                                                                                                          |    |    |                                                                                                        |
|--|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|--------------------------------------------------------------------------------------------------------|
|  |   | science, technology, writing, leadership, employability skills, and job shadow opportunities.                                                            |    |    | papers on file for inspection.                                                                         |
|  | 3 | Summer Institute students will create a portfolio, resume, personal essay and practice job interview skills.                                             | 45 | 41 | Maintain copies of portfolios, personal essays and outcomes from mock interviews in participant files. |
|  | 4 | Students will participate in Career Field Trips to develop career awareness and experience how their own skills and interest fit with potential careers. | 70 | 29 | Maintain copies of participant rolls and field trip experience reports on file for inspection.         |

#### **NARRATIVE OF SERVICES:**

Provide a brief narrative of services provided this quarter by applicable Goal/Objective.

##### **1.1 Curriculum Materials:**

Hot Job posters/curriculum materials have been created and were piloted during the summer institute. Materials will be distributed during August 2010 to each participating school and community. Career Clusters highlighted are Education and Training; Architecture and Construction; Business Management and Administration; and Health Sciences. The posters feature individuals from the local communities in "Hot Jobs" and also have information on the particular career clusters, training options, salary ranges.



Example of Hot Jobs: Health Science poster in black and white (originals are color)

### **1.2 Career Awareness:**

Students from Port Graham, Nanwalek, Tyonek and Seldovia traveled to Seldovia and participated in a multi-day career event culminating in a career awareness day with presenters flying into the village to work with students. Recruitment and coordination for career speakers was the focus of the employability skills program coordinator. Representatives from AVTEC, KBC, Corrections, US Coast Guard, Grant Aviation, South Central Foundation-Health Education as well as private business owners participated. Students participated in sessions on aviation, military and law enforcement; culinary arts, welding, engineering, business/personal finance, marine biology, college/career training financing, digital broadcasting, marketing/tourism and design/photography. (36 participants)

### **1.3 Career Fair: April 16, 2010 Homer, Alaska**

Students from Voznesenka, Kachemak Selo, Razdolna, Ninilchik, Nikolaesvk and Homer High participated in a day long career fair located on the campus of Kachemak Bay College. Students from Nanwalek and Port Graham were weathered out (with the exception for a handful in Homer already). The fair was planned and orchestrated through a partnership of KBC staff, Homer Job Service, Homer. A career cluster focus was included in the fair along with a pre and post activity that aligned with school district career standards. Students signed up for sessions according to career cluster interests. Activities for students to complete between sessions at were developed and utilized. These activities had both employability skills and career awareness focuses. 28 employers and trainers participated in the event. Project GRAD set up logistics for students to attend including pretrip information, forms, and travel arrangements. The event was very successful – with positive feedback from students, teachers, principals and parents. (89 student participants)

### **2.2 Summer Institute:**

A two week intensive program (Summer Institute) was conducted for 9 – 12 graders focusing on applied academic training in math, science, technology, writing, leadership, employability skills, and job shadow opportunities. Forty one 16-18 year old students attended. The students from Tyonek, Nanwalek and Port Graham spent the night in local “dorm” housing. The two week curriculum included: Academic Focus groups (Health, Math/Construction, Environmental Science/Plastics, Poetry Out Loud, Pottery, and Photography), Job Shadows, Marine Science Curriculum (including an overnight stay @ Kasitsna Bay Lab/NOAA), Leadership activities (team building activities, orienteering, rock climbing, sea star awards), and Employability Skills. The theme of the Institute was “Create your Future”. A highly skilled group of instructors and overnight counselors were recruited and retained for the institute. Their participation was key to the success of the event. Through out the curriculum fun events were built in to ensure student engagement.

16 employers donated time and expertise to serve as Job Shadow partners and time. These included South Peninsula Hospital, Kachemak Bay College, Full Power Marine, Bunnell Street Arts, Kenai Peninsula Borough, Attorney, The Hair Gallery, Bay Welding, Homer News, Homer Tribune, Jay Brant Construction, Dr. Sherwood, Land’s End Resort, Grant Aviation, Tech Connect, and NOAA. Additional support provided Kachemak Bay Campus/UAA; Kenai Peninsula Borough School District, NOAA Lab, Homer News, Homer Tribune, Project ACCESS. Students received a .5 credit for successful participation and completion. A culminating

closing ceremony was held on the last day. Over 100 people attended the closing. The 2 week event met it's goal and achieved student outcomes.

### 2.3 Summer Institute portfolios

Students created a portfolio which will be housed at their individual schools during the upcoming school year. Students also worked on personnel essays, practiced job interview skills, and participated in employability skills session focused on substance use/abuse.

#### ACCOMPLISHMENTS: SUCCESS STORIES:

Provide a narrative of participant successes resulting from participation in your program. Please include photos.

Because students have been offered multiple opportunities to explore career clusters and specific careers, students are now better informed about career opportunities and more easily see themselves in future career options. Students are more able to recognize careers/HOT JOBS available locally.

#### Quotes from the Seldovia Career Awareness May 2010:

- *"I would like to work construction and play basketball. The past two years I have played on the boys basketball team."* Alyssa – Nanwalek
- *"I would like to be a welder and/or work on a cruise ship"* Jace - Nanwalek
- *"I want to be a welder. Mr. Chissus (in Seldovia) helped me see the options."* Lena – Tyonek

#### Quotes from Summer Institute Evaluations June 2010:

*"I want to be an accountant. Since this class was math it helped me decide I want to work with numbers".* Anisia Polushkin – Razdolna School

*"Focus groups were awesome. I like poetry and I got to know more about other poets. It was fun"* Vladimir – Nanwalek

*"I learned which college classes I should take if I want a career in health. I also learned what kind of careers there are in the medical field. I learned how to dissect a pig."* David – Voznesenka

*"I want to do something with the arts. I enjoyed the pottery class and it helped me look at my future."* Irinia Reutov –Voznesenka

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#### *Interviews/employability*

Over a two day period students identified career clusters they were interested in and potential jobs available in our region in that career cluster. Students created questions that potential employers might ask as well as questions they would ask as potential employees.

Mock interview sessions were set up for each student. When asked about the interview process here are a few student answers.:

- *Doing the interviews was kinda uncomfortable but I will get used to it.*  
Alyssa-Nanwalek

- *It gave me the opportunity to experience what a job interview would be like.*  
Vanessa-Nanwalek
- *Kinda stressful but it was very helpful to let us see what a real interview is like.*  
Frank –Nikolaesok
- *I was nervous – but I nailed it – wonderful!*  
Stephen-Ninilchik
- *Found out you have to be confident!*  
Vasilisa-Voznesenka
- *This made me think about what I want to do and it was a lot of fun. Now I'm thinking of going to this college and studying accounting. Anisia – Voznesneka*

### ***Job Shadows***

Students identified career interests and staff contacted employers and providers throughout the Homer area to match students with adults employed in the career pathway.

- *I learned a lot from the job shadowing and interviews. I was able to have my career question answered. Taylor – Ninilchik*
- *South Peninsula Hospital-I learned about different jobs in a hospital and how all jobs are important. Anglena – Tyonek*
- *Education-It was fun and I learned a lot about what type of classes I need to take to be a teacher. Jennifer-Ninilchik*
- *Bay Welding-This was probably the best part of the Summer Institute. This really taught me a lot of things about welding. David-Voznesenka*
- *Land's End-Chef-It was awesome! Vladimir – Nanwalek*

### ***Essays-some snippets from students essays***

- *Summer Institute gave me strength and hope that maybe I can do something with my life and make it awesome. That's when I realized that I have to think about my life and what I want to do and it hit me: I like math and being around people. I think accounting will be perfect for me. All I have to do now is get good grades and work toward some scholarships along the way. I want to attend UAA and get a degree in accounting then maybe work in a hospital as a clerk.*
- *If I were able to go back and change the big mistake that I had made in my freshman year I would go back and think about what the future holds for me if I am willing and able to get the work done.....I really want to have a great future ahead.*

|                                                      |
|------------------------------------------------------|
| <b>PLANNED ACTIVITIES FOR NEXT REPORTING PERIOD:</b> |
|------------------------------------------------------|

|                                                                               |
|-------------------------------------------------------------------------------|
| Describe the grant activities you expect to complete during the next quarter. |
|-------------------------------------------------------------------------------|

Distribute curriculum materials to each school and community.

Complete field trips, family nights and career awareness activities.

**ON TIME AND ON BUDGET:**

Are the grant activities progressing as planned? Are you within your budget? If not, what is the cause? What is the solution? How can we help?

We are within the budget and have requested to extend remaining funds through 12/10 to finalize grant activities.

**DEMOGRAPHIC DATA:**

List the number of participants, the age groups, the school the activities took place (list community if not at a school), number of the participants that are in school, the number of participants that are not in school and the training dates.

(See attached logs)

| # OF YOUTH | # OF 16 - 18<br>YEAR OLDS | # OF 19 - 24<br>YEAR OLDS | SCHOOL OR<br>COMMUNITY                                                                     | # YOUTH IN<br>SCHOOL | # YOUTH<br>OUT OF<br>SCHOOL | TRAINING<br>DATES |
|------------|---------------------------|---------------------------|--------------------------------------------------------------------------------------------|----------------------|-----------------------------|-------------------|
| 84         | 81                        |                           | Ninilchik<br>Nanwalek<br>Voznesenka<br>Razdolna<br>Nikolaesvk<br>Kachemak<br>Selo<br>Homer | 81                   | 3                           | 4/16              |
| 34         | 34                        |                           | Nanwalek<br>Port Graham<br>Tyonek<br>Seldovia                                              | 34                   |                             | 5/14              |
| 41         | 41                        |                           | Ninilchik<br>Nanwalek<br>Voznesenka<br>Razdolna<br>Nikolaesvk<br>Tyonek<br>Port Graham     | 41                   |                             | 6/1-11            |



**STATISTICAL DATA:**

Please complete the table below as applicable.

| By Quarter   | Career Guides<br>Activities &<br>Exploration | Youth Employ -<br>ability Skills | Work Experiences | Academic<br>Training | Apprenticeship<br>and<br>Pre-<br>Apprenticeship |
|--------------|----------------------------------------------|----------------------------------|------------------|----------------------|-------------------------------------------------|
| 01/1 - 03/31 |                                              |                                  |                  |                      |                                                 |
| 04/1 - 06/30 | 159                                          | 159                              |                  |                      |                                                 |
| 07/1 - 09/30 |                                              |                                  |                  |                      |                                                 |
| 10/1 - 12/31 |                                              |                                  |                  |                      |                                                 |

**Please note:** The data collected in your Quarterly Progress Report provides vital information that can have a direct impact on future funding for our grant programs. Forwarding your success stories and photos as part of our requests is further evidence of how rural youth training is crucial to building a strong workforce for Alaska. Thank you in advance for your cooperation.